

UNIVERSITY OF DELHI

CNC-II/093/1(22)/2022-23/212

Dated: 06.10.2022

NOTIFICATION

Sub: Amendment to Ordinance V

[E.C Resolution No. 18-1-3 dated 18.08.2022]

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

Add the following:

Syllabi of Semester-I of the following departments under Faculty of Science based on Under Graduate Curriculum Framework -2022 to be implemented from the Academic Year 2022-23.

FACULTY OF SCIENCE

DEPARTMENT OF BOTANY

BSc. (Hons.) Botany
Category-I

DISCIPLINE SPECIFIC CORE COURSE – 1: Plant Diversity and Evolution

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Plant Diversity and Evolution	DSC-1	2	0	2	10+2 from any recognized Board with Biology & Candidates must appear in CUET in the following subject combination: Physics+ Chemistry+ Biology/Biotechnology	Nil

DEPARTMENT OF ZOOLOGY

BSC (Hons.) Zoology

Category-I

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Nonchordata Protists to Pseudocoelomates –	4	2	0	2	Class X II pass with Biology as one of the papers in Class XII	-

Learning Objectives

The course would provide an insight to the learner about the existence of different life forms on the earth and appreciate the diversity of animal life. It will help the students to understand the features of non-chordates and their systematic organization based on evolutionary relationships, structural and functional affinities. The course will also make the students aware about the characteristic morphological and anatomical features of diverse animals; the economic, ecological, and medical significance of various animals in human life; and will create interest among them to explore the animal diversity in nature.

Learning outcomes

Upon completion of the course, students should be able to:

- Learn about the importance of systematics, taxonomy, and structural organization of non-chordates.
- Appreciate the diversity of non-chordates living in varied habits and habitats
- Understand evolutionary history and relationships of different non-chordates through functional and structural affinities.
- Critically analyse the organization, complexity and characteristic features of nonchordates.
- Recognize the life functions and the ecological roles of the animals belonging to different phyla.
- Enhance collaborative learning and communication skills through practical sessions, teamwork, group discussions, assignments, and projects.

SYLLABUS OF DSC-1

Unit I: Introduction to Non-chordates (2 Hours)

General characteristics of non-chordates and basis of classification.

Unit II: Protista (07 Hours)

General characteristics and classification; Life cycle of *Plasmodium vivax*; Locomotion and reproduction in Protista.

Unit III: Porifera (05 Hours)

Introduction to Parazoa; General characteristics and classification; Canal system in sponges.

Unit IV: Cnidaria and Ctenophora (8 Hours)

Introduction to Metazoa; General characteristics and classification; Polymorphism in Cnidaria; Corals and coral reefs.

Unit V: Platyhelminthes and Nemathelminthes (8 Hours)

General characteristics and classification; Parasitic adaptations of Helminthes; Life cycle of *Taenia solium* and *Ascaris lumbricoides*.

Note: Outline classification up to classes to be followed from “Ruppert, Fox and Barnes (2004). Invertebrate Zoology: A Functional Evolutionary Approach”. VII Edition, Cengage Learning, India

Practical component

1. Study of whole mount of Euglena, Amoeba, Noctiluca, Paramecium, Binary fission in Paramecium and Conjugation in Paramecium.
2. Examination of pond water collected from different places to observe diversity in Protista.
3. Study of Sycon, Hyalonema, Euplectella, Spongilla, T.S. of Sycon, L.S. of Sycon.
4. Study of *Obelia*, *Physalia*, *Millepora*, *Aurelia*, *Tubipora*, *Corallium*, *Alcyonium*, *Gorgonia*, *Metridium/Adamsia*, *Pennatula*, *Fungia*, *Meandrina*, *Madrepora*.
5. Specimen/slide of any one Ctenophore.
6. Study of adult *Fasciola hepatica*, *Taenia solium* and their life stages (Slides/microphotographs).
7. Study of adult *Ascaris lumbricoides* and its life stages (Slides/microphotographs).
8. To submit a Project Report on the life cycle of any one parasite or pathogen/corals/coral reefs.
9. Examination of soil samples collected from different places to observe diversity in nematodes.

Essential readings

1. Ruppert, Fox and Barnes (2004). Invertebrate Zoology. VII Edition, Cengage Learning, India.
2. Pechenik, J. A. (2015). Biology of the Invertebrates. VII Edition, McGraw-Hill Education.
3. Barnes, R.S.K., Calow, P., Olive, P.J.W., Golding, D.W. and Spicer, J.I. (2002). The Invertebrates: A New Synthesis. III Edition, Blackwell Science.

DISCIPLINE SPECIFIC CORE COURSE – 2 (DSC-2) Biology of Cell: Structure

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Biology of Cell: Structure and Function	4	2	--	2	Class X II pass with Biology as one of the papers in Class XII	-

Learning Objectives

The objective of the course is to help the students to learn and develop an understanding of a cell as a basic unit of life. This course is designed to enable them to understand the functions of cellular organelles and how a cell carries out and regulates cellular functions.

Learning outcomes

Upon completion of the course, students should be able to:

- Understand the fundamental principles of cell biology.
- Explain the structure and functions of cell organelles involved in diverse cellular processes.
- Appreciate how cells grow, divide, survive, die, and regulate these important processes.
- Comprehend the process of cell signaling and its role in cellular functions.
- Have an insight into how defects in the functioning of cell organelles and regulation of cellular processes can develop into diseases. Learn the advances made in the field of cell biology and their applications

SYLLABUS OF DSC- 2

Unit I: Overview of Cells and Plasma membrane (05 Hours)

Prokaryotic and Eukaryotic cells; Various models of plasma membrane structures, Transport across membranes: active and passive transport, facilitated transport; Cell-cell junctions, structures, and functions: Tight junctions, adherens junctions, gap junctions.

Unit II: Endomembrane System (10 Hours)

Structure and Functions: Endoplasmic Reticulum (ER), Golgi apparatus, Signal hypothesis, Vesicular transport from ER to Golgi apparatus, Protein sorting and transport from Golgi apparatus, Coated Vesicles, Lysosomes, Peroxisomes. Structure of Mitochondria, Semiautonomous nature, Endosymbiotic hypothesis; Respiratory chain, Chemiosmotic hypothesis, ATP Synthase.

Unit III: Cytoskeleton (2 Hours)

Structure and Functions: Microtubules, Microfilaments and Intermediate filaments.

Unit IV: Nucleus (4 Hours)

Structure of Nucleus, Nuclear envelope, nuclear pore complex, Transport of molecules across nuclear membrane, nucleosome, nucleolus; Chromatin: euchromatin, heterochromatin.

Unit V: Cell Division (4 Hours)

Mitosis, Meiosis, Cell cycle and its regulation.

Unit VI: Introduction to Cell Signaling (05 Hours)

Cell Signaling through G-protein coupled receptor (GPCR) and role of secondary messenger: cAMP and protein kinase A.

Practical component (60 Hours)

1. Microscopy: Compound microscope: principle, components and handling; Phase contrast microscope; Electron microscope; Differential Interference Contrast (DIC) Microscope.
2. Principle and types of cell fixation and staining; Cell fractionation.
3. To study prokaryotic cells by Gram staining and eukaryotic cell (cheek cells) by hematoxylin/methylene blue.
4. To study the effect of hypotonic, isotonic, and hypertonic solutions on cell permeability.
5. Preparation of a temporary slide of squashed and stained onion root tip to study various stages of mitosis.
6. Study the effect of colchicine on mitosis at 24 hrs and 48 hrs.
7. Study of various stages of meiosis through permanent slides.
8. Preparation of stained mount to show the presence of Barr body in human female blood cells/cheek cells.
9. Cytochemical demonstration of:
 - a. DNA by Feulgen reaction
 - b. Mucopolysaccharides by PAS reaction
 - c. Proteins by Mercuric Bromophenol Blue/Acid Fast Green

Essential readings

1. Cooper, G.M., Hausman, R.E. (2019) The Cell: A Molecular Approach. VIII Edition, ASM Press and Sinauer Associates.
2. Becker, Kleinsmith, and Hardin (2018) The World of the Cell, IX Edition, Benjamin Cummings Publishing, San Francisco.
3. Karp, G. (2015). Cell and Molecular Biology: Concepts and Experiments, VIII Edition, John Wiley & Sons Inc.
4. Renu Gupta, Seema Makhija and Ravi Toteja (2018). Cell Biology Practical Manual, Prestige Publishers, New Delhi
5. VK Sharma (1991). Techniques in Microscopy and Cell Biology, Tata McGraw-Hill Publishing Company Limited, New Delhi

DISCIPLINE SPECIFIC CORE COURSE– 3 (DSC-3) Concepts of Ecology

Credit distribution, Eligibility and Pre-requisites of the Course

Course	Credits	Credit distribution of the course	Eligibility	Pre-requisite
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title & Code		Lecture	Tutorial	Practical/ Practice	criteria	of the course(if any)
Concept of Ecology	4	2	0	2	Class X II pass with Biology as one of the papers in Class XII	NIL

Learning Objectives

The primary aim of this course is to develop a scientific understanding of the diverse aspects of the field of ecology. The students will be familiarized with the interactions between the organisms and their physical environment. Additionally, various attributes of populations and communities with help of theoretical concepts and field examples will be discussed. It provides a platform to understand the varied forces that lead to variations among populations of a species.

Learning outcomes

Upon completion of the course, the students should be able to:

- Demonstrate an understanding of the basic concepts of the subject
- Explain the characteristics, dynamics, and growth of populations
- Understand the characteristics of the community, ecosystem development and climax theories
- Gain knowledge about the relationship of the evolution of various species and the environment they live in.
- Design basic field studies, collect data and interpret it
- Carry out population and community studies

SYLLABUS OF DSC-3

Unit I: Introduction to Ecology (03 Hours)

Autecology and Synecology, Laws of limiting factors, Study of physical factors: Temperature and Light.

Unit II: Population (07 Hours)

Unitary and Modular populations; Unique and group attributes of population: density, natality, mortality, life tables, fecundity tables, survivorship curves, age ratio, sex ratio, dispersal and dispersion; Exponential and logistic growth, equations and patterns, r and k strategies; Intraspecific population regulation: density-dependent and independent factors.

Unit III: Species Interactions (06 Hours)

Types of species interactions, Interspecific competition: Lotka-Volterra model of competition, Gause's Principle with laboratory and field examples, Niche concept; Predation: Lotka-Volterra equations, Functional and numerical responses, predator defence mechanisms, Resource partitioning.

Unit IV: Community (05 Hours)

Community characteristics: species richness, dominance, diversity, abundance, guilds, ecotone and edge effect; Ecological succession with examples and types.

Unit V: Ecosystem (6 Hours)

Types of Ecosystems: Terrestrial ecosystem, vertical stratification in tropical forest; Food chain: detritus and grazing food chains, linear and Y-shaped food chains, food web; Energy flow through the ecosystem; Ecological pyramids and Ecological efficiencies; Biogeochemical cycle- nitrogen cycle.

Unit VI: Applied Ecology (03 Hours)

Ecology in wildlife conservation and management, Protected areas: National Parks, Biosphere reserves and Sanctuaries; Restoration ecology, Principles of Environmental impact assessment.

Practical components (60 Hours)

1. Study of life tables and plotting of survivorship curves of different types from hypothetical/ real data
2. Determination of population density in a natural or a hypothetical community by quadrat method and calculation of Shannon-Weiner diversity index.
3. Study of an aquatic ecosystem:
 - a) Phytoplankton and zooplankton
 - b) Measurement of temperature, turbidity/penetration of light, determination of pH
 - c) Dissolved oxygen content (Winkler's method), chemical oxygen demand
 - d) Free carbon dioxide and alkalinity
4. Study of ten endemic animals of India with slides/pictures/videos.
5. Report on a visit to a National Park/Biodiversity Park/Wildlife Sanctuary.

Essential readings

1. Odum, E.P. and Barrett G. W. (2008). Fundamentals of Ecology. Indian Edition (5th). Publisher: Brooks/Cole.
2. Smith T. M. and Smith R. L. (2015). Elements of Ecology. 9th International Edition. Publisher: Benjamin Cummings.
3. Saha G.K. and Mazumdar S. (2020) Wildlife Biology, An Indian Perspective. Publisher: PHI Learning Private Limited
4. Zimmer C. and Emlen D. J., (2013) 1st Edition. Evolution: Making Sense of Life, Roberts & Co.
5. Futuyma, Douglas and Mark, Kirkpatrick (2017) 3rd Edition. Evolutionary Biology, Oxford University Press

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time

COMMON POOL OF GENERIC ELECTIVES (GE) COURSES
Offered by Department of Zoology
Category-IV

GENERIC ELECTIVES (GE-1): Human Physiology

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Human Physiology	4	2	-	2	12 th Pass	Nil	Zoology

Learning Objectives

This course offers an overview of the concepts of normal biological functions in the human body. The fundamentals of human physiology and histological structures will be correlated. The concept of homeostasis in response to changes in the external environment will be introduced. Further, students will be provided with knowledge that can be applied in everyday life. The students will be encouraged to pursue further studies in physiology and related fields as well as multidisciplinary subjects that require an understanding of the physiology of humans.

Learning outcomes

Upon completion of the course, students will be able to:

- Understand the principles of normal biological function in the human body.
- Outline basic human physiology and correlate it with histological structures.
- Understand the homeostasis in animals in response to changes in their external environment.

SYLLABUS OF GE-1

Unit I: Tissues (05 Hours)

Types of Tissues; Structure and Function of Epithelial, Connective, Muscular and Nervous tissues.

Unit II: Functioning of Excitable Tissue (Nerve and Muscle) (05 Hours)

Propagation of nerve impulse (myelinated and non-myelinated nerve fibre); Mechanism of muscle contraction (Sliding filament theory).

Unit III: Digestion and Absorption of Food (05 Hours)

Structure and function of digestive system; Digestion and absorption of carbohydrates, fats and proteins.

Unit IV: Respiratory Physiology (04 Hours)

Structure and function of respiratory tract and lungs; Ventilation, External and Internal respiration; Transport of oxygen and carbon dioxide in blood.

Unit V: Cardiovascular System (04 Hours)

Structure of heart, Cardiac cycle, Composition of blood

Unit VI: Renal Physiology (03 Hours)

Functional anatomy of kidney

Unit VII: Reproductive Physiology (04 Hours)

Structure of testis and ovary; Spermatogenesis and Oogenesis.

Practical component (if any) (60 Hours)

1. Preparation of temporary mount of neurons and blood cells (blood film preparation).
2. Preparation of haemin and haemochromogen crystals.
3. Haemoglobin estimation using Sahli's haemoglobinometer.
4. Determination of ABO Blood group.
5. Recording of blood pressure using a Sphygmomanometer.
6. Examination and detailed study of permanent histological sections of mammalian Stomach, Duodenum, Liver, Lung, Kidney, Pancreas, Testis and Ovary.

Essential readings

1. Tortora, G.J. and Derrickson, B.H. (2012). Principles of Anatomy and Physiology. XIIIth Edition, John Wiley and Sons, Inc.
2. Widmaier E, Raff H and Strang K. (2013). Vander's Human Physiology: The Mechanism of Body Functions. XIIIth Edition, McGraw-Hill Education.
3. Guyton, A.C. and Hall, J.E. (2011) Textbook of Medical Physiology. XII Edition, Harcourt Asia Pvt. Ltd/ W.B. Saunders Company.
4. Kesar, S. and Vashisht, N. (2007) Experimental Physiology. Heritage Publishers.
5. Prakash, G. (2012) Lab Manual on Blood Analysis and Medical Diagnostics. S. Chand and Company Ltd.

GENERIC ELECTIVES (GE-2): Nature and Wildlife Studies

Credit distribution, Eligibility and Pre-requisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course	Department offering the course
		Lecture	Tutorial	Practical/ Practice			
Nature and Wildlife Studies	4	2	-	2	12 th Pass	Nil	Zoology

Learning Objectives

The course is designed to acquaint students with varied aspects of wildlife conservation, including its importance, major threats, and management of habitats and populations. The emphasis will be on developing interest and invoking a sense of responsibility among students towards wildlife conservation. The course also explores different techniques, perspectives, and approaches to both identify and achieve wildlife management goals. Further, students will be motivated to pursue careers in the field of wildlife conservation and management..

Learning outcomes

By studying the course the students will develop:

- Understanding about wild life
- Evaluation and Management of Wildlife
- Wild life resources and protection

SYLLABUS OF GE-2

Unit I: Conservation of Nature and Wildlife (06 Hours)

Values of wildlife - positive and negative; Conservation ethics; Importance of conservation; Causes of depletion; World conservation strategies: Wildlife Conservation Society (WCS), Convention on Biological Diversity (CBD), Agenda 21 of United Nations.

Unit II: Evaluation and Management of Wildlife (06 Hours)

Habitat analysis: a) Physical parameters: Topography, Geology, Soil and water; b) Biological Parameters: food, cover, forage; Census method

Unit III: Management of Natural Habitats (04 Hours)

Setting back succession: Grazing logging, Mechanical treatment, Advancing the successional process.

Unit IV: Management Planning of Wildlife in Protected Areas (04 Hours)

Human-wildlife conflict, Captive Breeding, Ecotourism.

Unit V: Wildlife Health and Management (04 Hours)

Care of injured and diseased animals, Quarantine; Zoonotic diseases: Ebola, Salmonellosis, Rabies, Foot and Mouth Disease, MonkeyPox, SARS, Bovine and Avian Flu.

Unit VI: Protected Areas (06 Hours)

National parks and sanctuaries, Biosphere reserves, Conservation and Community reserve, Important features of protected areas in India, Tiger conservation , management and challenges.

Practical component (if any) (60 Hours)

1. Identification of mammalian fauna, avian fauna, herpeto-fauna through direct and indirect evidences seen on a field trip to a wildlife conservation site.
2. Demonstration of basic equipment needed in wildlife studies use, care and maintenance (Compass, Binoculars, Spotting scope, Range Finders, Various types of Cameras and lenses).
3. Familiarization and study of animal evidences in the field: Identification of animals
4. through pug marks, hoof marks and scats.

5. To study the various animal tracking system: Global Positioning System, Remote Sensing and Biotelemetry.
6. Trail / transect monitoring for abundance and diversity estimation of mammals and bird (direct and indirect evidences).
7. A report based on a visit to National Park/ Wildlife Sanctuary/ Biodiversity Park or any other wildlife conservation site.

Essential readings

1. Saha, G.K. and Mazumdar, S. (2017). Wildlife Biology: An Indian Perspective. PHI learning Pvt. Ltd. ISBN: 8120353137, 978-812035313
2. A.R.E. Sinclair, J.M. Fryxell and G. Caughley (2006). Wildlife Ecology, Conservation and Management. Wiley-Blackwell, Oxford, UK.
3. S.K. Singh (2005). Textbook of Wildlife Management. IBDC, Lucknow.
4. K. Banerjee (2002). Biodiversity conservation in managed and protected areas. Agrobios, India.
5. B.D. Sharma (1999). Indian Wildlife Resources Ecology and Development. Daya Publishing House, Delhi.
6. R.B. Primack (1998). Essentials of Conservation Biology. Sinauer Associates, Inc. Sunderland, MA.
7. B. B. Hossetti (1997). Concepts in Wildlife Management. Daya Publishing House, Delhi.

- Bromination of phenol/aniline.
- 2,4-Dinitrophenylhydrazone of aldehydes and ketones
- Semicarbazone of aldehydes/ ketones
- Aldol condensation reaction using green method.
- Bromination of Stilbene.
- Acetanilide to p-Bromoacetanilide.

The above derivatives should be prepared using 0.5-1g of the organic compound. The solid samples must be collected and may be used for recrystallization and melting point.

References:

Theory:

- Sykes, P.(2003), **A Guide Book to Mechanism in Organic Chemistry**, 6th Edition Pearson Education.
- Eliel, E. L. (2001), **Stereochemistry of Carbon Compounds**, Tata McGraw Hill.
- Morrison, R. N.; Boyd, R. N., Bhattacharjee, S.K. (2010), **Organic Chemistry**, 7th Edition, Pearson Education.
- Bahl, A; Bahl, B. S. (2019), **Advanced Organic Chemistry**, 22nd Edition, S. Chand.

Practical:

- Furniss, B.S.; Hannaford, A.J.; Smith, P.W.G.; Tatchell, A.R. (2012), **Vogel's Textbook of Practical Organic Chemistry**, Pearson.
- Mann, F.G.; Saunders, B.C. (2009), **Practical Organic Chemistry**, Pearson Education.
- Dhingra, S; Ahluwalia V.K., (2017), **Advanced Experimental Organic Chemistry**, Manakin Press.
- Pasricha, S., Chaudhary, A. (2021), **Practical Organic Chemistry: Volume I**, I K International Publishing House Pvt. Ltd., New Delhi.

Teaching Learning Process:

- Blend of conventional blackboard teaching, modern teaching learning tools and
- Computational infrastructure- based instructions and Practical training.
- Problem solving and quizzes for enhanced understanding of the concepts.
- Explaining the handling and usage of the hardware and softwares required for solution to the given set of problems.

Assessment Methods:

- Presentations by individual student/ group of students
- Class Tests at periodic intervals.
- Written assignment(s)
- End semester University theory examination presentations by individual student/ group of students

Keywords: Chirality, Electrophilic addition, Nucleophilic addition, Nucleophilic substitution, Electrophilic substitution

B.Sc. (Life Science) with Zoology as one of the core discipline

Category-III

(Semester-I)

Based on

Undergraduate Curriculum Framework 2022 (UGCF)

(Effective from Academic Year 2022-23)



University of Delhi

Course Title	Nature of the Course	Total Credits	Components			Eligibility Criteria/ Prerequisite
			Lecture	Tutorial	Practical	
Diversity of Animals	DSC-Zoology	04	02	-	02	Chemistry+Physics+Biology/ Biological studies/Biotechnology

Course Code : ZOO-DSC-01

Course Title: Diversity of Animals

Total Credits: 04 (Credits: Theory-02, Practical-02)

Total Lectures: Theory- 30 hrs., Practical- 15 classes of 4 hours each

Objectives: The objective of this course is to teach the students concepts of morpho- taxonomy aswell as understand the characteristics and physiological aspects of unicellular and metazoan animals. The course lays emphasis on creating awareness and concern towards significance of animal diversity for human survival and its socio- economic importance. In addition to this, the course is aimed at nurturing skills of conducting scientific inquiry and experimentation in the field of animal diversity to acquire knowledge of fundamental concepts and theories of animal diversity.

Learning Outcomes:

By the end of the course, the students will be able to:

- Acquire knowledge of diversity of non-chordate and chordates.
- Learn characteristics, morphotaxonomy, structural organization and physiological life system of diverse animal groups.
- Understand the economic importance of non-chordates and chordates and their importance in the ecosystem.
- Learn evolutionary relationships and phylogeny of invertebrates and vertebrates to structural as well as functional similarities.

Unit I– Introduction

02 hrs.

Introduction to five kingdom classification system, General characters of kingdom Animalia and basis of its classification (with special reference to coelom), Concept of Taxonomic Hierarchy (up to species level), significance of binomial nomenclature.

Unit II: Protista to Pseudocoelomates

09 hrs.

Characteristics of acoelomates and pseudocoelomates. Locomotory organelles and locomotion in Protozoa, Canal system in Porifera, Polymorphism in Cnidaria (Hydrozoa), Life cycle of *Taeniasolium* and its Parasitic adaptations, Life cycle of *Ascaris lumbricoides* and its Parasitic adaptations.

Unit III: Coelomates

09 hrs.

General features of coelomates, Metamerism in Annelida, Vision in Arthropoda, Metamorphosis in Insects. Torsion and detorsion in Gastropoda. Pearl Formation, Water-vascular system in Asteroidea

Unit IV: Chordates

10 hrs.

Salient features of protochordates and chordates, Retrogressive metamorphosis in protochordates, Osmoregulation, Migration, and Parental care in fishes, Parental care in Amphibians, Flight adaptations and Migration in birds, Biting mechanism in snakes, Origin of mammals.

PRACTICAL

[60 hours]

1. General Characteristics and Classification up to classes: Protista, Porifera, Cnidaria, Platyhelminthes, Nematelminthes. Study of museum specimens: *Amoeba*, *Euglena*, *Paramecium*, *Sycon*, *Euplectella*, *Obelia*, *Physalia*, *Aurelia*, *Metridium*, larval stage of *Taenia solium*, Male and female *Ascaris lumbricoides*.
2. General Characteristics and Classification up to classes: Annelida, Arthropoda, Mollusca, Echinodermata. Study of museum specimens: *Aphrodite*, *Nereis*, *Chaetopterus*, *Pheretima*, *Hirudinaria*, *Palaemon*, *Cancer*, *Limulus*, *Palamnaeus*, *Scolopendra*, *Chiton*, *Dentalium*, *Pila*, *Unio*, *Octopus*, *Pentaceros*, *Echinus*, *Cucumaria*, *Antedon*.
3. Study of following specimens, general characteristics and classification: *Balanoglossus*, *Amphioxus*, *Herdmania*.
4. Study of following specimens, general characteristics and classification up to order: *Petromyzon*, *Pristis*, *Exocoetus*, *Hippocampus*, *Hyla*, *Salamander*, *Ichthyophis/Uraeotyphlus*, *Naja*, *Viper*, *Hydrophis*, *Chameleon*, *Uromastix*, *Milvus*, *Anas*, *Psittacula*, *Loris*, *Pteropus*, *Sorex*
5. Submission of report on an excursion to a Sanctuary/ Biodiversity Park.

Note: Classification to be followed from Ruppert, E.E., Fox, R.S., Barnes R.D. “*Invertebrate Zoology*” 7th Edition., Cengage Learning, India” & Young, J. Z. (2004) *The Life of Vertebrates*. III Edition. Oxford university press.

Recommended Books:

1. Ruppert, E.E., Fox, R.S., Barnes, R. D. *Invertebrate Zoology: A Functional Evolutionary Approach*. 7th Edition, Cengage Learning, India.
2. Young, J. Z. (2004) *The Life of Vertebrates*. III Edition. Oxford university press.
3. Barrington, E.J.W. (2012) *Invertebrate Structure and Functions*. II Edition, EWP Publishers.
4. Pechenik, J. A. (2015) *Biology of the Invertebrates*. VII Edition, McGraw-Hill Education
5. Campbell & Reece (2005). *Biology*, Pearson Education, (Singapore) Pvt. Ltd.
6. Kardong, K. V. (2002). *Vertebrates Comparative Anatomy. Function and Evolution*. TataMcGraw Hill Publishing Company. New Delhi.
7. Pough H. *Vertebrate Life*, VIII Edition, Pearson International.

7. Lal, S.S. (2012), Practical Zoology Invertebrate.
8. Lal S.S. (2015-16), Practical Zoology Vertebrate.
9. P. S. Verma (2010), A Manual of Practical Zoology: Chordates.

Teaching Learning Process:

- Blend of conventional blackboard teaching, modern teaching learning tools and computational infrastructure- based instructions and Practical training.
- Problem solving and quizzes for enhanced understanding of the concepts.
- Explaining the handling and usage of the hardware and software required for solution to the given set of problems.

Assessment Methods:

- Presentations by Individual Student/ Group of Students
- Class Tests at Periodic Intervals.
- Written assignment(s)
- End semester University Theory Examination Presentations by Individual Student/ Group of Students



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